

OHIO'S VOICE FOR SUICIDE PREVENTION



OSPF

Ohio Suicide Prevention Foundation

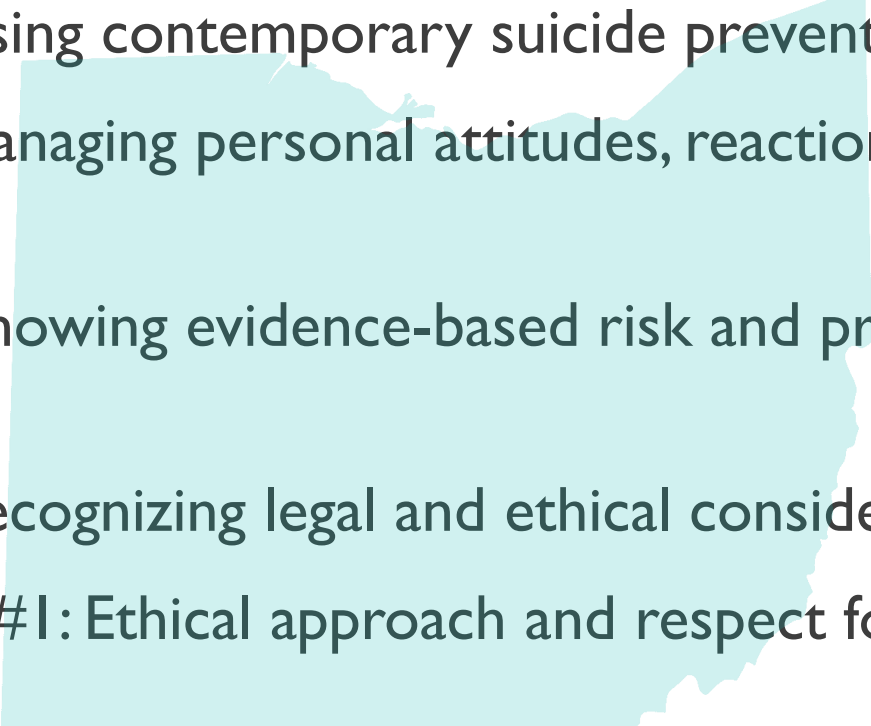
— OhioSPF.org —

WORKSHOP – HOW TO IMPLEMENT THE INTERPROFESSIONAL HIGHER
EDUCATION SUICIDE PREVENTION COURSE ON YOUR CAMPUS

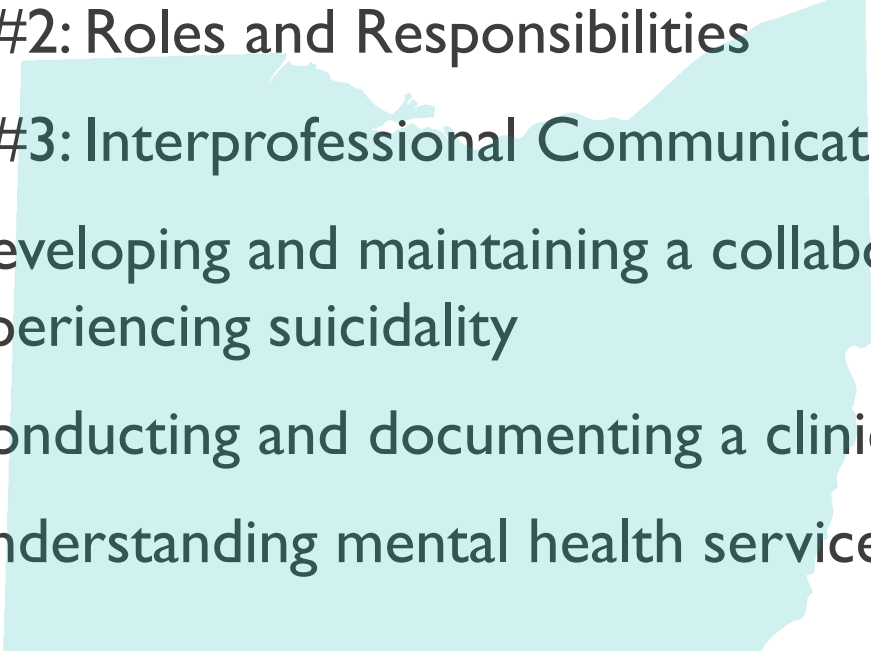
AGENDA

- **Recap from AM session: Interprofessional Education Suicide Prevention Curriculum**
- **Detailed overview of suggested course syllabus**
- **Fidelity Measurement and Data Collection**
- **How to Sign-Up**
- **Q&A / Consultation Section**

SYLLABUS OVERVIEW - FOUNDATIONAL COMPETENCIES IN SUICIDE PREVENTION

- Competency #1: Using contemporary suicide prevention-related terminology
 - Competency #2: Managing personal attitudes, reactions, and social norms concerning suicide
 - Competency #3: Knowing evidence-based risk and protective factors, and theories of suicide
 - Competency #4: Recognizing legal and ethical considerations concerning suicide
 - IPEC Competency #1: Ethical approach and respect for mutual contribution to provision of care
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SYLLABUS OVERVIEW – CLINICAL/INDIVIDUAL COMPETENCIES (TERTIARY PREVENTION)

- IPEC Competency #2: Roles and Responsibilities
 - IPEC Competency #3: Interprofessional Communication
 - Competency #5: Developing and maintaining a collaborative, empathic stance toward persons experiencing suicidality
 - Competency #6: Conducting and documenting a clinical risk assessment
 - Competency #7: Understanding mental health service approaches to suicide prevention
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SYLLABUS OVERVIEW – SOCIAL/INTERPERSONAL & AT-RISK GROUPS (SECONDARY PREVENTION)

- Competency #8: Enacting a collaborative evidence-based plan
- Competency #9: Comprehending social support approaches to suicide prevention



SYLLABUS OVERVIEW – COMMUNITY-BASED COMPETENCIES (PRIMARY PREVENTION)

- IPEC Competency #5: Ability to transfer interprofessional learning to the work setting
- IPEC Competency #6: Community engagement and centeredness
- Competency #10: Knowing public health approaches to suicide prevention
- Competency #11: Articulating community organizing and advocacy-based approaches to suicide prevention
- Competency #12: Adapting suicide prevention to special population needs
- Competency #13: Framing suicide prevention within a strategic plan

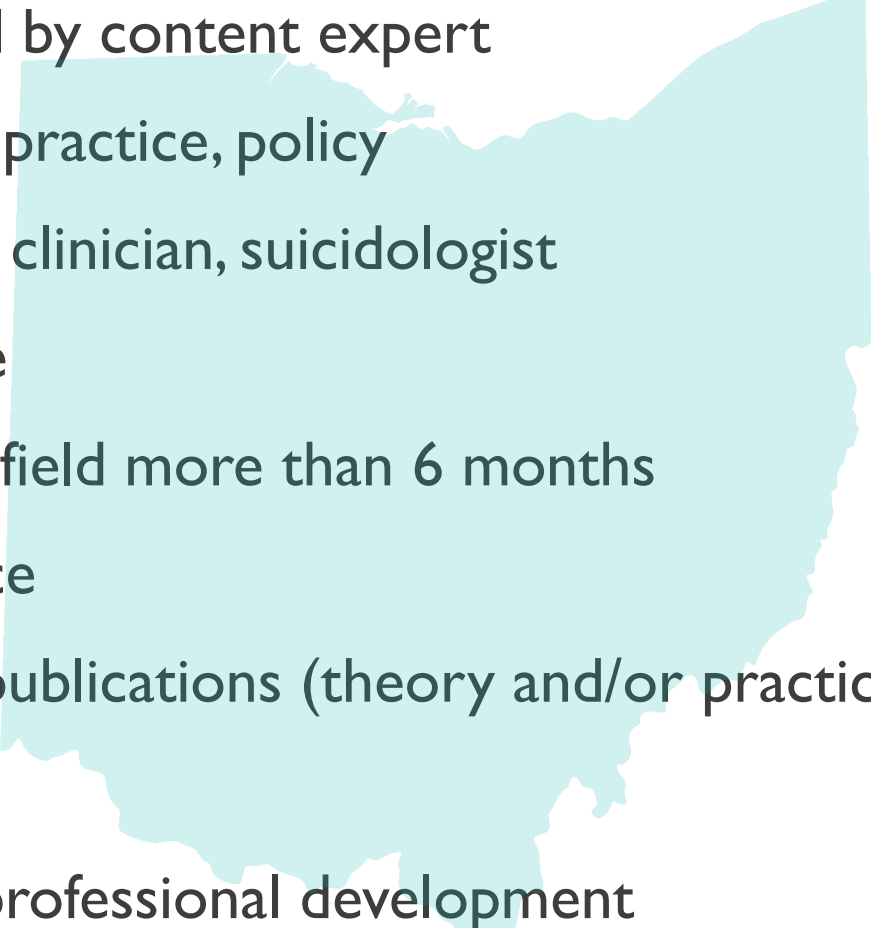
IMPLEMENTATION AND FIDELITY OF THE COURSE

- Implementation science and research suggests that higher fidelity programs have better outcomes (McHugo, et al., 2007)
- Goals for Adopting Institutions:
 - Allow for adaptations while maintaining the highest fidelity possible
 - Ensure resulting outcomes from course are in line with intended goals
 - Students surveyed at conclusion

IMPLEMENTATION AND FIDELITY OF THE COURSE

Dimensions	1	2	3	4	5
<u>Personnel:</u> Instructor expertise	Instructor has little or no expertise in suicide prevention research or practice	Instructor has been through self-directed training in the area of suicide prevention, has a general understanding with no direct research or practice experience	Instructor has some basic knowledge or minimal formal suicide prevention training, and clinical or research experience in suicide prevention	Instructor actively engages in suicide prevention work both academically and clinically based with some formal training	Instructor is a published expert in research and practice in suicide prevention with more than 3 years of experience in both as well as relevant teaching experience

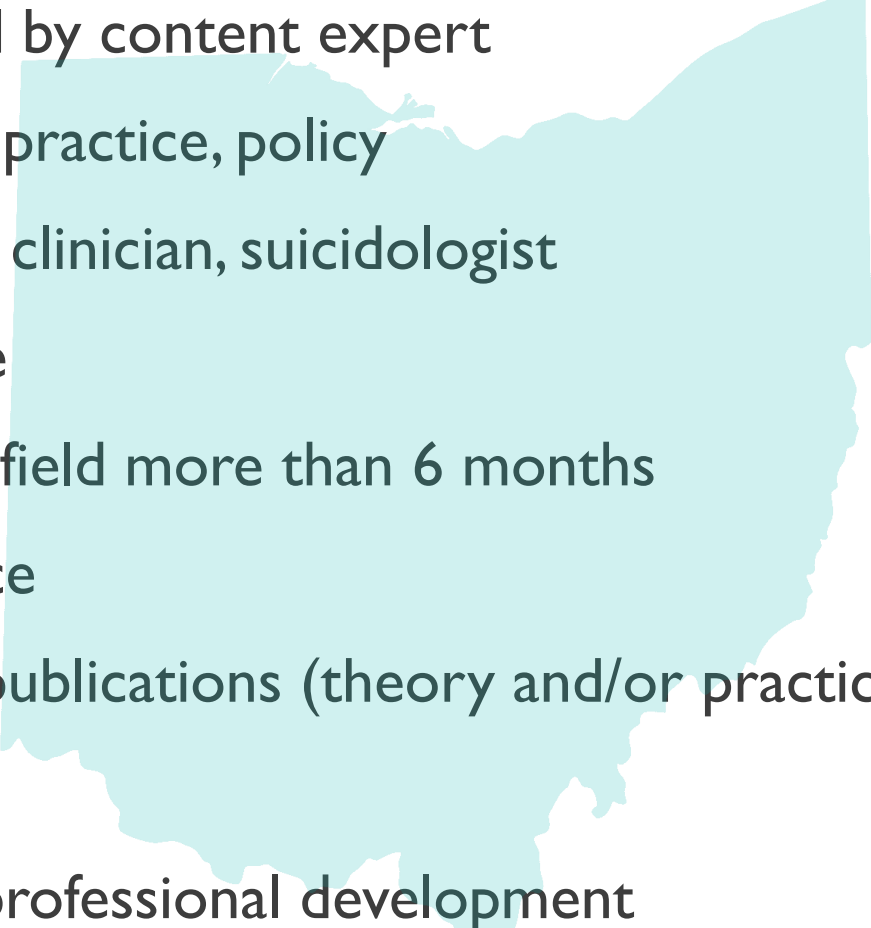
PERSONNEL – INSTRUCTOR EXPERTISE

- Should be delivered by content expert
 - i.e. SP research, practice, policy
 - Experience as a clinician, suicidologist
 - Practice Experience
 - Working in the field more than 6 months
 - Research Experience
 - Peer-reviewed publications (theory and/or practice)
 - Training
 - Formalized SP professional development
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IMPLEMENTATION AND FIDELITY OF THE COURSE

Dimensions	1	2	3	4	5
<u>Course Delivery:</u> Format	Course is fully online, asynchronous	Course fully online, synchronous	Course is hybrid/blended, with the online portion being mostly asynchronous	Course is FtF/blended with online portion being 75 to 100% synchronous	Course is fully in person/FtFclassroom with less than 15% of content facilitated online

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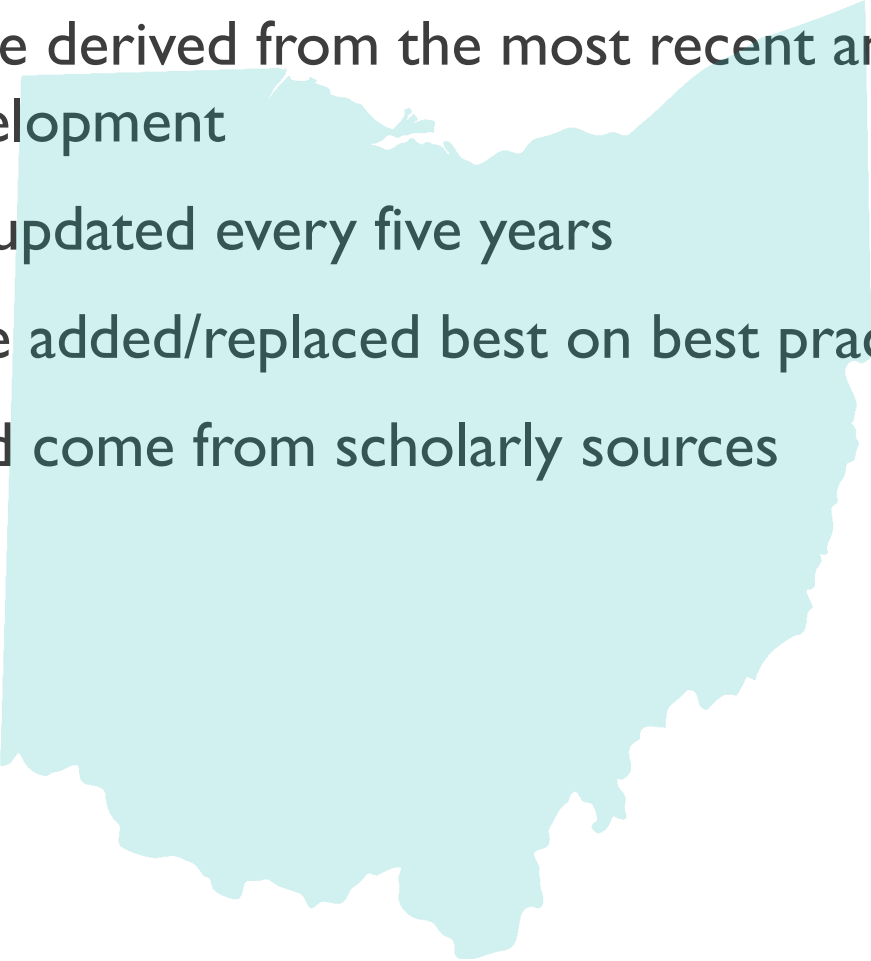
IMPLEMENTATION AND FIDELITY OF THE COURSE

Dimensions	1	2	3	4	5
<u>Course Delivery:</u> Time and Content	Total contact time = 1 hour (1 credit hour course/seminar with no expected time for out of course study) weekly	Total contact time with content = 2 hours (1 credit hour course/seminar with 1 hour of expected time out of course study)	Total contact time with content = 3 hours (2 credit hour course with 1 hour of expected out of course study)	Total contact time with content = 4 hours (2-3 credit hour course with 2 hours of expected out of course study)	Total contact time = 6 hours (3 credit hour course time and 3 hours of expected out of class study) weekly

IMPLEMENTATION AND FIDELITY OF THE COURSE

Dimensions	1	2	3	4	5
<u>Course Delivery:</u> Evidence-Based Materials	Course uses materials that are not rooted in the research literature (instructor is not using less than 25% of materials provided or is using own materials not aligned with current evidence)	Course uses more than 25% of materials provided in course package with a few supplemented by instructor that are not evidence-based or peer-reviewed	Course uses all materials provided in course package with a few supplemented by instructor that are not evidence-based or peer-reviewed	Course uses all materials provided in the package without supplementation of any new/current literature /materials	Course uses up-to-date evidence-based literature and materials (both provided and supplemented by instructor) from professional and peer-reviewed sources

COURSE DELIVERY – EVIDENCE-BASED MATERIALS

- Materials need to be derived from the most recent and relevant literature at the time of course development
 - Course will be updated every five years
 - Materials can be added/replaced best on best practice
 - Materials should come from scholarly sources
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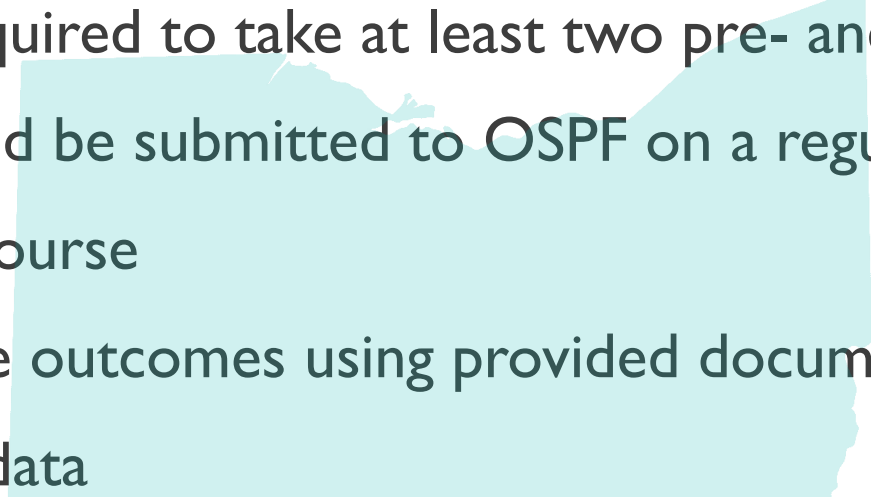
IMPLEMENTATION AND FIDELITY OF THE COURSE

Dimensions	1	2	3	4	5
<u>Course Delivery:</u> Content and Planning	Course content is missing either IPE competencies or SP competencies and does not offer both didactic engagement and IPE-driven SP activities	Course touches on IPE or SP competencies, but does not fully integrate the key concepts throughout, and is missing elements from one or both didactic engagement of weekly topic and/or activities	Course consistently addresses IPE and SP competencies in content, but does not fully integrate into discussion/ engagement and course activities	IPE and SP competencies are fully integrated through literature and discussion, but not practiced through class or independent activities	Course uses provided delivery including IPE and SP materials, didactic engagement in weekly topic between instructor and students, engagement in learning/ practice activities

IMPLEMENTATION AND FIDELITY OF THE COURSE

Dimensions	1	2	3	4	5
<u>Data Collection:</u> Effectiveness and Outcomes Monitoring	No data are collected during or related to the facilitation of the course	Data are collected from university/administration (e.g. student evaluations), but no scales provided with the course materials are used for evaluation	The course uses 1-2 of the provided scales/measures, collected data are provided to the OSPF within one year	The course implements 3-4 of provided scales, data are provided to the OSPF and sometimes used for quality improvement	The course uses all scales/measures provided and data are shared with the OSPF and regularly used for course improvement

DATA COLLECTION – EFFECTIVENESS AND OUTCOMES MONITORING

- Students will be required to take at least two pre- and post-test surveys
 - The following should be submitted to OSPF on a regular basis:
 - Syllabi for the course
 - Fidelity measure outcomes using provided document
 - Optional scale data
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IMPLEMENTATION AND FIDELITY OF THE COURSE

Dimensions	1	2	3	4	5
<u>Class Composition:</u> Representation of IPE Students	Students are all from one fields of study/practice	Students are from two fields of study/practice	Students are from three or more fields of study/practice	Students are from four or more fields of study/practice	Students are from more than four fields of study/practice

IMPLEMENTATION AND FIDELITY OF THE COURSE

Dimensions	1	2	3	4	5
<u>Accessibility:</u> Equitable potential to accomplish learning objectives	Accessibility has not been addressed and is not assessed by provider or educational body.	Accessibility has been addressed for 25% or less of the course materials, (e.g. audio/ lectures/ subtitles), but majority of materials have not been made accessible to those in need of visual or auditory assistance or require the use of a text reader.	Accessibility has been addressed for two areas of materials (lecture/readings; more than 50% of materials), but not all (e.g. videos do not include subtitles, some files cannot be accessed by text readers).	Accessibility has been addressed in all areas by the instructor, but not fully vetted by college/university accessibility office with some indication that less than 90% of materials are fully accessible.	Course (all materials) has been fully vetted and modified for accessibility for all students in course by accessibility office or outside consultant with over 95% accessibility an alternate materials or resources in the case of a lack of accessibility.

HOW TO SIGN-UP

- Reach out to OSPF and ask for application (only Ohio schools currently eligible)
 - Submit application
 - Consult with OSPF as needed
 - OSPF will provide course materials
 - Ideal first implementation during Spring Semester/Quarter 2022
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Q&A AND LIVE CONSULTATION

- Questions?



THANK YOU!

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